

ADDRESSES

DELIVERED AT THE

Laying of the Corner Stone

OF

STEVENS HALL,

GETTYSBURG, PENN'A, AUGUST 8, 1867.

PENNSYLVANIA COLLEGE.

GETTYSBURG:

PRINTED AT THE STAR AND SENTINEL OFFICE.

1867.

STATEMENT.

THE large increase in the number of Students in Pennsylvania College, making it necessary to provide additional accommodations for the Preparatory Department, the Board of Trustees, at a special meeting, held January 30, 1867, determined to erect a new building, and appointed Prof. CHARLES J. EHREHART, Rev. HENRY L. BAUGHER, D. D., ALEXANDER D. BUEHLER, Dr. HENRY S. HUBER, and Rev. WILLIAM M. BAUM, D. D., a Committee to prepare plans and specifications. This Committee made report to the Board on the 22d day of May, with plan of Centre Building 63 by 55 feet, with Wings, each 50 by 46 feet. The Report was approved, and the Committee instructed to proceed at once with the erection of the Centre Building—the Wings to be supplied, as the wants of the Institution may require. The following Resolution was then unanimously adopted by the Board, viz:

Resolved, That in token of our appreciation of the valuable services rendered to the cause of Education by the Hon. THADDEUS STEVENS, and of his constant and active interest in the growth of Pennsylvania College, the name of the Preparatory Building be the "*Stevens Hall*."

The Committee, in pursuance of these instructions, contracted with Mr. JOHN R. TURNER, as builder, for the erection of the Centre Building, and made arrangements for the laying of the Corner Stone, on Thursday the 8th day of August, 1867; on which occasion Hon. M. RUSSELL THAYER, of Philadelphia, in compliance with the invitation of the Committee, delivered an Address in Christ Church—after which the Corner Stone was laid, preceded by an Address by Rev. S. S. SCHMUCKER, D. D., of Gettysburg, and Prayer by Rev. LUTHER E. ALBERT, D. D., of Philadelphia. The Addresses of Mr. THAYER and Dr. SCHMUCKER are published by order of the Board of Trustees.

CORRESPONDENCE.

GETTYSBURG, AUG. 8, 1867.

SIR :

We respectfully tender our cordial thanks for the admirable Address delivered by you this day, and request a copy for publication.

Yours truly,

C. J. EHREHART,
H. L. BAUGHER,
A. D. BUEHLER,
H. S. HUBER,
W. M. BAUM,
Committee.

Hon. M. RUSSELL THAYER.

CHESTNUT HILL, AUG. 12, 1867.

GENTLEMEN :

In accordance with the request contained in your note of the 8th inst., I place at your disposal the enclosed copy of my address delivered at Pennsylvania College.

I remain with great respect,

Your obedient servant,

M. RUSSELL THAYER.

To Messrs. C. J. EHREHART,
H. L. BAUGHER,
A. D. BUEHLER,
H. S. HUBER,
W. M. BAUM,
Committee.



Digitized by the Internet Archive
in 2017 with funding from

This project is made possible by a grant from the Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries

ADDRESS

BY HON. M. RUSSELL THAYER.

FROM the struggle of contending principles, from the conflict of hostile interests, from the war of opposing opinions are brought forth new truths, new customs, new laws, new constitutions, new states. The eighty-five years which elapsed between the Declaration of Independence and the year 1861 present a continuous record of these contending forces. That at some period the time should arrive when their relative strength should be tried, and when it should be forever determined whether the principle of disintegration or the principle of national unity should prevail, whether freedom should triumph or slavery endure, whether the privileges of a class or the rights of the people should be victorious, was as certain as that these antagonistic principles were embedded in the body politic. That a result so decisive was reached at so early a period in the history of this government, is attributable in a great measure to the aggressive nature of the false principles themselves.

When their appeal to the sword silenced the argument of words, and hostile principles and irreconcilable theories stood face to face in armed opposition, it, for

the first time, became apparent that the compromises of the past were by their very nature temporary and delusive, and that upon the result of the struggle about to be joined would depend the character of the civilization and laws, which, through the long future allotted to the lives of nations, would prevail upon the continent of America.

A war was made for Slavery, and behold everywhere, from ocean to ocean and from the Gulf to the frowning forests of our Northern frontier, a land untrodden by a single slave. A war was made for State Sovereignty, and behold everywhere over this vast expanse the triumphant symbol of National supremacy. A war was made for Disunion, and behold everywhere indestructible Unity. A war was made for Aristocracy, and behold everywhere predominant the elevation of Labor and the power of the people. A war was made to perpetuate the most odious restrictions upon citizenship, and behold Universal Suffrage an accomplished fact in the States which made the war and an impending fact everywhere.

These are the first thoughts which naturally arise in this place and at this time ; for here occurred that decisive trial of those grave issues of government in which the human race had so large a stake, and which for the better part of a century had been growing and ripening for final settlement. Here, more than in any other place were these solemn questions determined. In this grand forum of nature, with the civilized world

for spectators, these opposing principles, matured in their growth and formidable in their strength, grappled for mastery in deadly conflict. Here judgment was given between them, and on thy grassy slopes and rocky hill-sides, immortal Gettysburg, Liberty and Union, Truth and Justice were born anew. On these immovable foundations behold a new republic founded, wherein are to be henceforth forever recognized the Unity of the Nation, the rights of Labor, and the Freedom and Equality of all men.

These problems were always inherent in the elements of our condition. They were deeply planted in the colonial governments which first dispelled the barbarism of these western shores. They broke abruptly out in the Declaration of Independence. They lurked in the articles of Confederation. They stood confessed in the uncompromising compromises of the Constitution made to establish justice and form a more perfect Union. They were thinly covered up by the legislative bargains of 1850. Step by step, with the tread of destiny, nearer and nearer to the surface they came, through the lapsing years of our brief history, until amid the clash of arms and the roar of civil war they stood clearly revealed to our sight, demanding recognition and solution. By devious passes, through darkened ways and bloody paths, we reached this consummation. And so, under the blessing of Divine Providence, not knowing the way we went or the end before us, conducted by the genius of our progressive liberty,

like the *Oedipus* of Sophocles led by beautiful and faithful *Antigone*, we have come at last to these peaceful seats. If like him any shall inquire—

“Tell me, thou daughter of a blind old man,
Antigone, to what land are we come,
 Or to what city?”

we may reply: To a land of Universal Liberty and of Equal Laws.

It is not possible to over-estimate the magnitude or the importance of the changes which the recent convulsion has wrought in our civil condition. The conflagration which wrapped this continent in the flames of civil war has burned to ashes the theories and the institutions which vexed our peace and threatened us with continual dissolution. By its dazzling light the Declaration of Independence and the Constitution are to be read henceforth in their true sense, the one as a charter of Universal Freedom, the other as the framework of a National Government. The smoke which rises from the smouldering ashes of Slavery and State Sovereignty only indicates the severity of the struggle and the magnitude of the overthrow. The vital principles of the rebellion are buried in the graves of the rebellion. They are entombed at Gettysburg, at Appomattox Court House, and in the hundreds of battle-fields which will endure forever, the historic monuments of their destruction. Freedom, the Union of the States, the supremacy of the National Government, are no longer questions to be decided by courts or by

arms. They have passed into the very substance of the government. The dangers which may await us in the future will spring from other sources.

What the result of the changes which have been effected shall be in the future depends in a great measure upon ourselves. The ages which are to come can alone sit in judgment upon the great experiment upon which we have entered, for they alone shall write its history. The continued existence of nations, like their growth, is dependent upon moral as well as physical laws. If the Republics of antiquity decayed and perished, it was because they were unworthy to live. If the civilization of Europe was overwhelmed by the Goths, it was because the civilization of Rome had failed to accomplish the destinies of the people she had conquered. It has been left for the ingenuity of man and the demonstrations of his experience to discover what form of government is the best for his circumstances and condition. There is not a civilized country which does not now possess a better government than it had a hundred years ago. The progress of man in the elevation and improvement of his race is apparent to the student of history, not less in the improvement of government and of the laws of his social organization, than in the discoveries of science and the inventions and application of the arts. In the degree of capacity which a nation possesses for self-government, in the degree in which it has the courage and ability to apply the principles of self-government, in that de-

gree is it successful in promoting the welfare and happiness of its people. The proximity of its approach to true representative government founded upon the popular will is the true criterion of national success and happiness. For this reason the government of England is free-er and better than that of France, that of France better than that of Russia, that of Russia better than that of China. Our own institutions are founded upon the supremacy of the people and their ability to govern themselves. To this cause more than to any other is attributable the growth of our power, the development of our resources and the prosperity of all our interests. The results of our system stand forth before the world the demonstrative proof of the superiority of our institutions. The only problem of the future is our ability to continue to maintain these institutions. The principal agency in this must be the education of the people.

Our political principles do not differ more widely from those of the ancients than our system of education differs from theirs. When the Roman youth at the age of seventeen, accompanied by his parents and friends, proceeded with much ceremony to the Forum, and there in the presence of the Prætor assumed the *toga virilis*, his public education was commenced. He studied oratory, he studied poetry, he studied languages, he studied arms. There was little in that education which looked to qualifying him for general usefulness in the ordinary duties of citizenship. He lounged

in the forum, the theatre, the schools of oratory and of poetry, and the fencing schools. If inflamed by a just ambition the only avenues to distinction were through the forum or the field of Mars. The multitudinous pursuits of private life, which with us engage the attention and employ the faculties of the masses of the people, presented to him no attractions and no rewards. Labor was blasted by servitude of which it was the badge, and even commercial pursuits were regarded as unbecoming a person of any position in society. Thus the ordinary aims in life of a Roman youth came to be distinction in arms, distinction in the forum, or a rich marriage. This was an education the direct product of aristocratic institutions. It was partly martial, partly ornamental, partly effeminate and altogether selfish and contracted. What better could be expected of a policy which degraded labor and encouraged idleness, which alternately fed and amused a profligate populace at the public expense and then sent them forth to perish in wars in which they had no interest?

At the present day education has a broader scope and a higher signification. It aims at the cultivation of all the faculties, the development of the whole man, the acquisition of general knowledge, and at usefulness and skill in whatever circumstances of life its recipient may be placed. It deals not only with arms and with arts, but with science, with government, with labor, with industry of all kinds. It is comprehensive and unselfish in its aims. It is catholic and liberal in

its spirit. It is independent and self-reliant in its effects. Its relations to the perpetuity of our political system are so clear and so close that of the future we might say the absence of public education would mean the absence of public virtue and the downfall of the State. The rebellion, in the home of its origin, was a conspiracy of the crafty and the strong to impose upon the ignorant and the weak. When it encountered the educated masses of the free States it was dashed in pieces like a wave against a rock.

Freedom and universal suffrage demand as the necessary condition of their continuance the education of the people. One of the greatest evils to which our government is exposed is the indifference of a large part of the educated classes to the exercise of their political privileges. If it be true, as is asserted by a writer distinguished alike for his accuracy and for the breadth of his views upon these subjects, that at large elections it is a common occurrence that only fifty or fifty-five per centum of the qualified voters go to the poll, that sixty and sixty-five per centum shows a deep interest in the question and seventy-five per centum a passionate interest,* it must be obvious that if any considerable proportion of those who do go are disqualified by ignorance from exercising the right of suffrage with intelligent discrimination, the success of representative government founded upon universal suffrage is brought into the greatest danger. It is quite possi-

*Dr. Lieber. Appendix to Civil Liberty.

ble that under such circumstances the government might fall into hands which are incapable of conducting it.

Already has this result been experienced to a certain extent in some of our large cities. While the calamities which would flow from such a result would probably compel a correction of the evil by arousing to action those who habitually neglect their duty, it must nevertheless be obvious that a frequent repetition of such disasters would seriously undermine the confidence of society in the stability and success of republican institutions. The tyranny of ignorant masses is the most relentless and intolerable of all despotisms. In this experience are monarchies founded. Power, in the hands of an intelligent and educated people, is like the steam hammer, invented by Nasmyth, which, while it deals with great bars of iron like putty, may be moderated with such nicety, that it will crack a nut without bruising the kernel. Power, in the hands of ignorant multitudes, is an ungovernable engine—blind, merciless, uncontrollable, irresistible. In the education of the people, therefore, lies the only hope of a government founded upon universal suffrage.

It is a hopeful circumstance that the people of this country are apparently fully sensible of this truth.—Their systems of common schools, their readiness to submit to taxation for the support of them, their generous voluntary contributions and bequests to the purposes of general education, are sufficient evidence of this, and constitute the best guaranty for the stability of the government.

On the 1st day of June, 1860, the whole number of public schools, colleges, academies, &c., in the United States, exclusive of Maryland and the District of Columbia, was 113,000 ; embracing 5,417,880 pupils, and employing 148,742 teachers. The annual expenses of these schools were \$33,990,482. The generous American merchant, who, having spent his life in the accumulation of a princely fortune beyond the seas, has lately bestowed so large a portion of it for the promotion of education in the Southern States, deserves a marble statue in every one of them, and the thanks of all his countrymen.

In Pennsylvania the cause of common school education, although it originally encountered much prejudice and no little open hostility on account of the taxation which was a necessary incident of it, has been in successful operation for thirty years. Although the Constitution of 1790 contained an express mandate, declaring that "the Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such manner that the poor may be taught gratis," it was not until the year 1834 that anything like a general system of education by common schools was established. A school fund had been created by the act of April 2, 1831, and on the 1st of April, 1834, Governor Wolf signed the bill which for the first time secured to the people of the State the benefits of a well-digested and universal system of common schools. That act was im-

perfect in many of its details. but upon it was founded the whole structure of our present well-adjusted and successful system. At the succeeding session of the Legislature, a powerful effort was made to repeal the act of April 1, 1834.

That the effort was not successful was owing to the clear-sighted wisdom and the earnest patriotism of a small band of faithful men, who, regardless of threats of political proscription, determined that ignorance should no longer be a reproach to their State, and that the Constitutional guaranty of education to the poor should be kept. In the front rank, and at the head of that rank, of these true and faithful representatives, who saved the common schools of Pennsylvania when, at the moment they had been planted, they were assailed by all the powers of avarice and ignorance, stood Thaddeus Stevens, then a Representative in the Legislature from Adams county. The brilliancy and the power of the great speech which he made on that occasion, in April, 1835, are familiar to all who have taken any interest in this subject. It will always be regarded as one of the best specimens of his eloquence. To the triumphant reply which he made to the objections raised against the law, there was, and could be, no answer which could have a feather's weight in the scale against the great measure for which he was contending.

Take, as an example, his reply to the objection founded upon the alleged inequality of the tax for education :

“Many complain,” said he, “of this tax, not so much on account of its amount, as because it is for the benefit of others and not for themselves. This is a mistake. It is for their own benefit, inasmuch as it perpetuates the government and insures the due administration of the laws under which they live, and by which their lives and property are protected.—Why do they not urge the same objection against all other taxes? The industrious, thrifty, rich farmer pays a heavy county tax to support criminal courts, build jails, and pay sheriffs and jail keepers, and yet probably he never has, and never will have, any direct personal use of either. He never gets the worth of his money by being tried for a crime before the court, allowed the privilege of the jail on conviction, or receiving an equivalent from the sheriff or his hangman officers. He cheerfully pays the tax which is necessary to support and punish convicts, but loudly complains of that which goes to prevent his fellow from becoming a criminal, and to obviate the necessity of those humiliating institutions.”

Mark his withering reply to the appeal to the sordid selfishness of avarice: “It is said,” said he, “that its advantages will be unjustly and unequally enjoyed, because the industrious, money-making man keeps his whole family constantly employed, and has but little time for them to spend at school, while the idle man has but little employment for his family, and they will constantly attend school. I know, sir, that there

are some men whose whole souls are so completely absorbed in the accumulation of wealth, and whose avarice so increases with success, that they look upon their very children in no other light than as the instruments of gain—that they, as well as the ox and the ass within their gates, are valuable only in proportion to their annual earnings; and, according to the present system, the children of such men are reduced almost to an intellectual level with their co-laborers of the brute creation. This law will be of vast advantage to the offspring of such misers. If they are compelled to pay their taxes to support schools, their very meanness will induce them to send their children to them, to get the worth of their money. Thus it will extract good out of the very penuriousness of the miser. Surely a system which will work such wonders ought to be as greedily sought for and more highly prized than that coveted alchemy which was to produce gold and silver out of the blood and entrails of vipers, lizards, and other filthy vermin.”

Listen to his denunciation of the attempt to build up an anti-education party in the State: “Sir, it is to be regretted that any gentleman should have consented to place his election on hostility to education. If honest ambition were his object, he will, ere long, lament that he attempted to raise his monument of glory on so a muddy a foundation. But if it be so, that they were placed here to obstruct the diffusion of knowledge, it is but justice to say that they fitly and

faithfully represent the spirit which sent them here, when they attempt to sacrifice this law on the altars which at home among their constituents they have raised and consecrated to intellectual darkness, and on which they are pouring out oblations to send forth their foetid and noxious odors over the ten miles square of their ambition. But will the Legislature—will the wise guardians of the dearest interests of a great Commonwealth—consent to surrender the high advantages and brilliant prospects which this law promises, because it is desired by worthy gentlemen who, in a moment of causeless panic and popular delusion, sailed into power on a Tartarean flood?—a flood of ignorance darker, and, to the intelligent mind, more dreadful than that accursed Stygian pool, at which mortals and immortals tremble! Sir, it seems to me that the liberal and enlightened proceedings of the last Legislature have aroused the demon of ignorance from his slumber, and, maddened at the threatened loss of his murky empire, his discordant howlings are heard in every part of the land.”

Let Pennsylvania rejoice through all her valleys, in all her hamlets, and in her crowded cities, that the battle for common schools was fought and won; and let her remember, when her history shall be written, the champion who was the principle instrument in achieving the victory. However slow she may have been in the adoption of this great measure, she has fully shown that she appreciates the truth that in the

education of the people lies [the chief security of the government. Of the 24,000 public schools which were in existence in 1860 in the Middle States, 11,597 were within her borders, wherein were taught at that time 365,303 children, by 13,194 teachers, at an annual expense of \$2,500,000, of which \$2,180,000 were raised by taxation, being a much larger amount furnished in that manner for that purpose, than was raised by any other State of the Union. In 1866 her public schools had increased, notwithstanding the war, to 13,146, the pupils in them to 725,312, and the teachers to 16,141. The total amount of the expense of maintaining the schools in the same year was \$4,195,258. How these figures would have appalled the little politicians who opposed common school education in 1835, and made them tremble for their power over "the ten miles square of their ambition."

Thus does Pennsylvania show that, while she writes upon her banner "Virtue, Liberty and Independence," she understands the full meaning of those lofty words, and that, while she stands ready to maintain the Union with all her blood and treasure, she recognizes the fact that public virtue is the only foundation of republican liberty, and that the education of the people is essential for the preservation of public virtue. It would be a waste of time for me, in the presence of the trustees, the faculty, the students and the friends of this College, to dwell here upon the necessary relations of liberal education to the common

school system, or upon the benefits which are derived to the State, the nation and society at large, by the fostering and encouragement of the higher grades of education. These are so obvious as to require no discussion.

We are assembled to-day to commemorate another event in the progress of the educational interests of Pennsylvania. It is now more than forty years since zealous, learned and pious men laid in this now historic valley the foundation of a theological institution of the Evangelical Lutheran Church, which from small beginnings has become a flourishing seat of theological learning. A preparatory school soon followed, which was subsequently changed into a gymnasium, and which a few years later had so increased in members and importance that in 1832 it was erected into a College, by a charter from the State of Pennsylvania.—In the act incorporating Pennsylvania College, it is recited that the “Gettysburg gymnasium is resorted to by a large number of young men from different parts of this State and elsewhere, and promises to exert a salutary influence in advancing the cause of liberal education, particularly among the German portion of our fellow citizens.”

By the eleventh section it was required that, in addition to the customary professorships in other colleges, “there shall be in this institution a German professorship, the incumbent of which shall, in addition to such other duties as may be assigned him by the Board, in-

struct such young men as may resort to the institution for the purpose of becoming qualified to be teachers of those primary schools in which, according to the act passed last session, both German and English are to be taught." A provision which shows how intimately the foundation of the College was associated with the great question of popular education then agitated.

The fourth section of the charter declared that, "at elections either for patrons or trustees, or teachers or other officers, and in the reception of pupils, no person shall be rejected on account of his persuasion in matters of religion," thus placing the College, in regard to religious toleration and unsectarian character, upon the same broad foundation with the common schools of the State.

The College thus founded has been so successful and prosperous that no fears need now be entertained of its future. It is, and will continue to be, an institution of learning, which will continue an enduring memorial of the benefits conferred upon their country by its founders, and of which the State may be justly proud.

To-day is to be laid, with becoming ceremonies, the corner-stone of a new building for the preparatory department of this College, and, by a happy design, this new Hall is to be called by a name indissolubly associated with the foundation of the College, the foundation of our common school system, and with the great and now triumphant cause of freedom and justice

throughout our common country. By a resolution adopted by the Board of Trustees May 22, 1867, this new Hall is to be called *Stevens' Hall*, as the resolution declares: "in token of our appreciation of the valuable services rendered to the cause of education by the Hon. Thaddeus Stevens, and of his constant and active interest in the growth of Pennsylvania College." Peculiar honors are justly due from this College to that name, for it belongs to one of its earliest benefactors and most constant friends.

Indeed, it may be said that he laid the very foundations of the success which has attended this institution, for, as is well known, it was chiefly through his exertions as a member of the Legislature from Adams county, that the grant of \$18,000 from the State was obtained on the 6th of February, 1834, which enabled the trustees to purchase a site and erect a suitable building for the College. In this graceful act the trustees have honored themselves in honoring him.—For more than thirty years the name of Thaddeus Stevens has been known to the people of Pennsylvania as the name of an intrepid champion of human rights and human progress. With ignorance, injustice and tyranny, he has waged a war as long; as uncompromising and as bitter, as that which Hannibal waged against Rome.

By night and by day, in success and in adversity, in the strength of his youth, the maturity of manhood, and the lengthened years of an honored old age, he

has been in his iron harness contending for the right, always ready for battle, and always entering it with the spirit of Luther in his reply to Spalatin, "Go, tell your master that though there should be as many devils at Worms as there are tiles on its roofs I would enter it." With an energy that was tireless, a devotion to truth that no difficulties could discourage, no dangers appal, and no temptations could divert, he has pursued his principles, and has lived to behold them triumphantly established.

When slavery was proud, defiant and aggressive ; when she bore herself with lordly insolence ; when she held all the keys of power and of place ; and from the high places of the government, from the Presidential office, the Supreme Court and the Halls of Congress, uttered her tyrannical decrees and laughed scornfully at liberty, the clear voice of this brave representative of Pennsylvania freemen was heard above all the confusion of the high carnival which she held, rallying the broken ranks of freedom, uttering defiance for defiance, and hailing, even amid the obscurity of that darkest hour before the dawn, the coming of that better and brighter day, which has broken at last and which illumines the whole land with a great glory. I need not detain you now by entering into any history of the public services of this distinguished citizen. For here, in Adams county, he began his professional life in your courts. Here his career of public service

commenced. For five years he was your immediate Representative in the Legislature. For twenty-six years he dwelt in this village; and when his powers were transferred to a broader field, and he began that record in the councils of the nation which is not yet completed, and of which, therefore, I will not speak, you followed his footsteps with pride and solicitude. You are acquainted with all his conflicts, all his trials and all his triumphs. You know him well as the friend of education, the fearless champion of freedom, the laborious chairman of the most important committee of the House of Representatives, and the terror of injustice, fraud and oppression. His public services are the property of the nation, and his fame will be a part of the history of his country. Like some great crag that beetles above the ocean, and which, while it hears and feels the beating of the surges which undermine it below, still rears its head bravely aloft, insensible there to decay or to the tides of time, he still stands among us, venerable in years, resolute in purpose, indomitable in will. Long may he so endure! For when he falls, a great gap will be left where stood this stern buttress of republican freedom.

Let this new Hall of Pennsylvania College, dedicated to the education of youth, rise a perpetual monument to his name and fame. Let its foundations be laid so firmly in the principles of liberty and political equality, to which he has devoted the energies of a

long and active life, that they can never be shaken. No more appropriate place could be selected for it than this, where, before the threshold of his old home, the power of slavery was forever broken and its hosts overthrown.

Let this new Hall be built up in the true principles of civil and religious liberty. Let the youth who shall be here instructed remember at how great a sacrifice these principles were here maintained. Let them emulate the courage, the constancy and self-devotion, which animated the souls of those who, having here resolved that death was better than dishonor, made of their bodies an invincible rampart between their country and its enemies.

Theirs is a deathless fame. A hundred successive harvests may whiten the plain ; man, with his ceaseless industry, may alter the aspect of this smiling valley ; the face of nature may change ; but these will encamp forever on the slopes where they fought and fell, and in the shadows of the hills which trembled with the shout of their great victory. Through all the coming time men will here resort to read aright the great deed which they here performed. From gallant, fearless Reynolds—his youthful brow crowned on this bloody field with Fame's eternal garland—down to the humblest private, who here gave his life for his country, not one shall be forgotten in the records of a grateful nation. To have fought for the Union at Gettysburg, will be, in the years to come, the patent of a true

republican nobility. To them, the soldiers of this our American Marathon, belongs, equally with those of old who devoted themselves to their country, the proud epitaph preserved in the Greek Anthology:—

“These were the brave, unknowing how to yield,
 Who, terrible in valor, kept the field
 Against the foe, and higher than life's breath
 Prizing their honor, met the doom of death :
 Our common doom ! that Greece might unyoked stand,
 Nor shuddering crouch beneath a tyrant's hand.
 Such was the will of Jove ; and now they rest
 Peaceful, enfolded in their country's breast.”

REMARKS BY REV. DR. S. S. SCHMUCKER.

RESPECTED AUDITORS :

AFTER having been entertained and instructed for an hour by the able and patriotic discourse of the orator of the day, we have assembled around this spot to perform the closing act of this week of literary festivity, viz : to lay the corner stone of another edifice for Pennsylvania College. By the favor of the Committee of arrangements, this duty was assigned to me, probably as the oldest of the original friends and founders of the Institution still lingering amongst you. Although my invitation does not necessarily require a formal address, it was my design to accompany the laying of the corner stone with a few facts, touching the early history and genetic developement, or rather chrysalic changes, of our Institutions, for the benefit of the new generation which I behold around me, and which has grown up since Gettysburg was selected as the Wittenburg of American Lutheranism. Yet even here I have in some measure been anticipated by the distinguished gentleman who has already addressed us, who, though dwelling at a distance, and unconnected with our church, has exhibited a most gratifying and rather unexpected familiarity with our early history. I propose, therefore,

merely to supplement his statements, at the same time adding some topics which I had not intended to introduce.

This edifice, as is known to you, has by an act of the Board been denominated "Stevens Hall." As an attempt has been made by a portion of the public press to give a political aspect to this action of the Board, it seems proper to state, that this is an unqualified misapprehension. The members of the Board belong to different parties, and the resolution was passed entirely on account of the eminent and life-long services of the Hon. Thaddeus Stevens to the cause of popular and collegiate education, throughout the State of Pennsylvania in general, and his services and liberality to Pennsylvania College in particular. And here it is not inappropriate to say, that it has been the uniform aim of the Board and Faculty to exclude all party politics from the exercises of the College. A standing rule of this import was adopted by the Board at an early day. The Professors themselves have belonged to different political schools. As gentlemen, of self respect and patriotism, they claim the right to form their opinions for themselves, on all the measures of government and interests of our beloved country, and out of the institution, in their intercourse with their fellow citizens, to express them. Over the Alumni and other speakers from abroad the College authorities have, of course, no control. Their theoretical and educational views have been brought into actual contact

with the stern realities of life, and they return to their *Alma Mater* to pour forth the results of their experience to their youthful successors still lingering in the shades of *Academus*. That these patriot scholars should, especially whilst the country was agonizing in the convulsions of rebellion, occasionally dwell largely on our political agitations and destinies, is natural, and is only what has occurred in all American Colleges. Yet their views were not all on the same side, and an appreciate audience has awarded due respect to all.

It is now just forty years, since, at the second meeting of the Directors of the Theological Seminary, (in 1827), the present speaker, then sole professor in that school of the prophets, reported to the Board the deficiency of some of the students in preparatory knowledge, and urged the establishment of a Classical Department in connection with the Seminary. The plan was adopted, and the speaker, together with the Rev. J. Herbst, then pastor of the Lutheran church in Gettysburg, appointed to select a teacher and open the school. This was done in one of the rooms of the Gettysburg Academy, which had been tendered to the Board, by the citizens, for the use of the Seminary. The first teacher selected was Mr. David Jacobs, a member of the first class in the Seminary, who was soon taken from us by death.

In August 1829 the Academy, being at the time mortgaged for a debt of \$1,150, was sold by the Sheriff, and bought by the present speaker, who then drew up

articles of Association for a classical school, under the title of Gettysburg Gymnasium, its course of instruction to be under the direction of the Seminary Faculty, and its financial interests to be controlled by the stockholders. He divided the cost of the building into shares of \$50, and sold them to Lutheran ministers in different States, granting them some pecuniary advantages in the education of their sons, and securing their influence in swelling the number of our students. The Rev. Henry L. Baugher and Mr. Michael Jacobs subsequently became teachers in this school and continued such throughout its history. Such was the origin of Gettysburg Gymnasium, out of which grew Pennsylvania College. It is now 36 years since, encouraged by the increase of students, as well as the importance of the object, the speaker convened half a dozen of the principal non-Lutheran citizens of Gettysburg in the Bank, and invited their co-operation in obtaining a charter erecting Gettysburg Gymnasium into a College. I frankly told them the intended plan, viz: that the College should be unsectarian in its instructions, but be mainly under the control of Lutheran Trustees. The meeting cordially assented and nominated one of their number, General Thomas C. Miller, to accompany your speaker to Harrisburg, where after several weeks communication with the members, and, by advice of Governor Wolf, an address in the Hall of Representatives on the history of the Germans and their services to the State of Pennsylvania, we obtained

a charter. The ensuing year, by a similar process, aided by petitions procured from different parts of the State, and especially by the aid of the Hon. Thaddeus Stevens, an appropriation of \$18,000 was procured, with which yonder beautiful and stately College edifice was erected.

The organization of the College took place on the 4th of July, 1832, on which occasion the Hon Calvin Blythe, of Harrisburg, delivered an interesting and appropriate oration, and the throne of grace was addressed by Rev. Dr. Paxton, of Adams county.

During the first year, whilst the institution was destitute of funds, the present speaker conducted the instruction in the Intellectual and Moral Sciences, and Rev. Dr. Hazellius, also of the Theological Seminary, taught the Latin language, both gratuitously. Rev. Dr. Baugher had charge of the Greek language and Belles Lettres, Dr. Jacobs of Natural Philosophy and Chemistry, whilst the Rev. J. H. Marsden gave occasional instruction in the optional studies of Botany and Mineralogy. Of these gentlemen, Rev. Drs. Baugher and Jacobs devoted their entire time to the institution, and to their able and indefatigable efforts the literary and scientific reputation of the College is chiefly indebted.

The first President of the institution was the Rev. Dr. Krauth, who after some years of faithful service was transferred to the Seminary, when the Rev. Dr. Baugher was elected in his stead, who still continues to hold this important post, and of whose valuable ser-

rices, as well as those of the other members of the Faculty, it does not become me further to speak, as they are still amongst us and their services are well known. After this brief sketch of the history of our College, we proceed to deposite into the corner stone the following articles:

1. A copy of the New Testament.
2. A Hymn Book.
3. Copies of the Charter of Pennsylvania College and Supplement with the Seal of the Institution.
4. The Regulations of the Institution.
5. Catalogues of Pennsylvania College.
6. Copy of the Pennsylvania Legislative Manual, containing the Constitution of the United States, the Constitution of Pennsylvania, a list of State officers, a Map of the State, and important statistics.
7. Copies of Religious Papers.
8. Copies of the Papers published in Gettysburg.
9. Copy of the Evangelical Review.
10. Copy of the Lutheran Almanac.
11. Historical sketch, &c., of the Hall about to be erected.

These are deposited for the benefit of future ages, so that if other records are lost, here will be found an authentic account of the history of this Institution and of the transactions of this day.

And now may the blessing of the triune God, Father, Son and Holy Ghost, descend upon this house, and upon all connected with it in all time to come—upon the Trustees, the Professors and the Pupils. May it ever be so conducted as to prove a blessing to the church and to the world, and to His name shall be all the praise, through Jesus Christ. AMEN.



